DOCUMENT RESUME

ED 126 448 88 CS 002 809

TITLE	SDR (Systems Directed Reading): An Overview.
INSTITUTION	Baugo Community Schools, Elkhart, Ind.
SPONS AGENCY	Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.
PUB DATE	75
NOTE	35p.
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Directed Reading Activity; Elementary Education; Program Descriptions; Reading Development; *Reading Instruction; *Reading Programs; Reading Skills; *Systems Approach; Teaching Methods
IDENTIFIERS	Elementary Secondary Education Act Title III; ESEA Title III; SDR; *Systems Directed Reading

ABSTRACT

The objective of this project for kindergarten through fifth grade is to interest public and private educational institutions in the systematization of elementary school reading programs. Facets of Systems Directed Reading (SDR) include the use of a differentiated staffing pattern; experienced language arts unit leaders guiding and directing all reading efforts of unit teachers and instructional aides; reading efforts directed by uniform building election of word attack and comprehension reading skills taught across grade level; and educable, mentally retarded pupils integrated into the reading classes. This document describes the components and products of SDR, global goals, operational objectives at the local school level, and implementation and costs related to the SDR program. An appendix and an additional pamphlet contain related materials. (JM)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

IND-41

DISPLAY ONLY
PLEASE DO NOT REMOVE

ED126448

SDR

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

an overview

SYSTEMS DIRECTED READING

The Overview of SYSTEMS DIRECTED READING
is a product of Title III ESEA Project No. 5-0041 SW.
Inquiries should be addressed to:
SDR SYSTEMS DIRECTED READING PROJECT
National Developer-Demonstration Center
Baugo Community Schools, RR#3, Box 425-A
Elkhart, Indiana 46514

US 002 809

TABLE OF CONTENTS

	Page
Acknowledgments	i
What Is the S D R Project?	1
Rationale and Purposes Related to Systems Oriented Programs	1
Description of K-5 Components and S D R Products	5
Global Goals and Operational Objectives at the Local School Level	7
Sample Copies of Forms, Monitoring Devices, and Related Project Material	9
Evaluation Results after Three Years	9
Implementation Assistance and Costs - Monetary and Psychological	10

ACKNOWLEDGMENTS

S D R -- Systems Directed Reading is the result of three years of development and field testing in the Baugo Community Elementary Schools. Special acknowledgment is extended to Superintendent Dr. R. L. Fatheree and Title III Project Officer Gene Engle, who both offered counsel, guidance, and support during the developmental years. Recognition is here extended to the following teachers and staff members for their unique contributions to our reading system:

Al Irion, Community Council President

Randolph Wicker, Reading Consultant

Betty Warner, Reading Consultant

Jo Ann Barnes, Pre-School Director

Merrill Smith, Project Evaluator

Dr. Gary Morhenweiser, Project Auditor

Jerry Cook, Principal

Ronald Hostetler, Principal

Jeannette Martin, Unit Leader

Gloria Heller, Unit Leader

Lila Jean, Instructional Aide

Arloine Ernest, Secretary

Respectfully,

Gerald Heindselman
Title III Project Director

What Is The S D R Project

The Systems Directed Reading Project, funded by ESEA Title III-Section 306, is a K-5 level program developed in the Eaugo Community Schools over the past three school years, 1971-1974. The project has been named a national developer-demonstration center for the 1974-1975 school year. The global objective of the project is to interest public and private educational institutions in the subject of systematization of elementary school reading programs. Potential adopters will be sought and assistance provided (In-Service Training and Product Components) those schools who exhibit commitment as well as interest.

Harley Holben Elementary School at 4701 W. Indiana Avenue, Elkhart, Indiana has been designated as the K-5 demonstration center for "hands on" viewing of the program in operation. Several project personnel are available to serve school systems in various ways. On-site and off-site "awareness visits" can be arranged. The Logansport Community Schools has been appointed as a Facilitator Project to provide other school corporations with the "ways and means" of considering and adopting all (or parts) of Title III Developer-Demonstration programs.

Rationale and Purposes Related to Systems Oriented Programs

William Lane in his text, The Foundations of Educational Administration (Pg. 229, 1971 ed.) made the following comment

concerning efficiency in public school education: "Perhaps more than any other occupational group, educators have been unable to make a consistent choice among highly regarded but often difficult aims. The attempt to achieve such a multiplicity of goals guarantees that none will be achieved sufficiently and leaves the educator open to criticism from outside and unable to resist other functions that are placed on the school by every group that has a criticism to voice."

Carl Bereiter and Siegfried Engelmann, in their noteworthy text, Teaching Disadvantaged Children in the Pre-School (pg. 9, 1966 ed.), commented on instructional efficiency: "There are only two ways to increase the amount of learning that can take place in school: by selecting experiences that produce more learning and by compressing more experiences into the time available. The normal experiences of childhood -- the enrichment philosophy -- do not lend themselves well to either of these strategies."

Lane, Bereiter, and Engelmann have established for us two of the most important criteria for a systems directed program. Namely, they are saying, a system calls for an order and sequence to many educational events and attention must be given to mutual acceptance and pursuit of goals and their related implementation activities.

Our continual failure to operate effective instructional strategies continues because we are more concerned with

the use of prepared (canned) texts and leveled materials than being equipped to specify needs, goals and objectives at the school building level. This posture will only enhance the national position and chant of "Johnny can't read!" A systems directed position is one where learning needs have been assessed and reading goals established; we must "dovetail" implementation activities to our goals; we must periodically assess our success in reaching learning objectives; and we must be willing to devote resources of all kinds--funds, staff, time, facilities--to this end.

For leaders who desire to learn more of the systems philosophy the following guidelines are offered:

1. System and order are not ends in themselves but means toward carrying out plans. A system gets all departments pulling in the same direction.

2. Many workers want little to do with organized, integrated, goal directed programs. They want to "do their own thing" behind their own closed doors.

3. System in work represents an economy of energy. In the public school setting, by way of example, we typically re-expose pupils to concepts and facts they have mastered years before. We need to find out what it is they do not know and focus on those elements. Thus it is, assessment and reassessment play a major role in systems directed programs.

4. An established system has a tendency to go on running by its own momentum, yet the longer the system has been running the more need there may be to examine it carefully.

5. A system must not leave out of account the important element of worker acceptance. Those who are to be involved must have a full opportunity to pose questions and offer

suggestions. Systems and orderliness should not be allowed to organize themselves into tyrany. Involve people.

6. A system must have competent, enthusiastic leaders.

7. There must be some freedom within the system. People must be reckoned with. They want to put the stamp of their own spirit upon the work. Although the implementors are entitled to freedom within the system, no one's attitudes and desires should be allowed to destroy the plan agreed upon. Changes should be mutually accepted.

The reader is here referred to the S D R Schematic on the following page for a graphic view of the S D R system.

Gerald Heindselman
Title III Project Director

SDR SCHEMATIC

Parents are involved.

1 Educational Needs Assessment By Community Council

All parties who have like interests and who will eventually have input are involved.

2 Global Goals & Yearly Objectives Identified By Community, Faculty, and Management

Mind-set & emotional-set are firmed by parties who must implement strategies.

3 Full Identification With and Acceptance Of Reading Goals and Objectives By Elementary Faculties

Before one sets out on a journey he must first know where he is in relation to where he wants to go. Locally generated & standardized tests used.

4 All Pupils K-5 Are Assessed As To Their Position In Basic Word Attack & Comprehension Areas

In Diagnostic Centers & classrooms, hardware & reading machines are used. In classrooms & in Diagnostic Centers, activities are chosen from the 1,000 item Skills Bank & the Skills Hierarchy Handbook. Skills acquisition is important - not book programs.

5 Learning Activities Are Elected That Will Teach to the Needs Identified Through Assessment

Don't waste time on concepts & skills children already know. Work in the Diagnostic Centers & classroom must be complementary. Pupil progress monitored on specially prepared profile cards. 80%-90% success level required of pupils on criterion referenced tests. Unit leader teachers and reading specialist direct learning experiences.

6 Periodic Re-evaluation of Students Monthly To Establish Achievement Positions & Allow For Re-Direction Of Learning Activities

7 Post Evaluation Of Pupils In May. Ascertain if One Year Objectives Have Been Met. Have We Arrived?

Don't continue to invest human & monetary resources in strategies that call for adjustment.

8 Re-Direct Instructional Activities For Subsequent Year In Terms Of Post Evaluation Findings

If time and space permitted, this diagram would be displayed in circle or "loop" fashion. Following rectangle (8), the "Learning Loop" returns to rectangle (4).

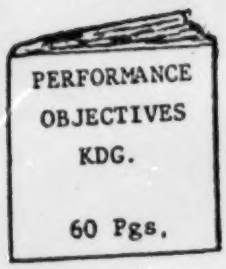
Description of K-5 Components
and S D R Products

A. Classroom Component

Within the K-5 classrooms the S D R project includes the use of a differentiated staffing pattern. Experienced language arts unit leaders guide and direct all the reading efforts of K-1, 2-3, 4-5 unit teachers, and instructional aides. Reading efforts K-5 are offered direction by uniform building election of word attack and comprehension reading skills taught to pupils across grade level. Educably mentally retarded pupils are integrated into K-5 reading classes.

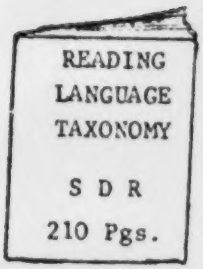
The following S D R products assist the systems directed philosophy to function in classrooms:

1. Skills Hierarchy, Reading-Language K-3, 100 pgs.
2. Task Level Performance Objectives Kdg., 60 pgs.
3. Skills Compendium, Word Attack 40 files sequenced by level
4. Differentiated Staff Role Descriptions
5. Early Childhood Learning Activites, 50 pgs.
6. Reading Language Taxonomy -- Skills Cross Referenced to Learning Materials, 210 pgs.
7. Skill Monitoring Profiles and Pupil Reporting Devices

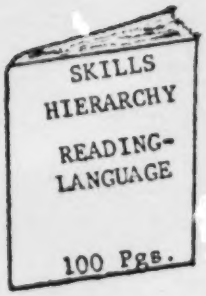


Unit leaders meet regularly with members of their team to assess the progress of pupils, plan new skill

groups, record data on skill monitoring cards, and to conference with parents. No skill groups function more than 20 teaching days and all pupils are tested monthly on their success at attaining word attack or comprehension objectives. Commercially produced and locally generated skill tests are used. Pupils move instructionally through five skill difficulty levels (A-E) during their K-5 experience.

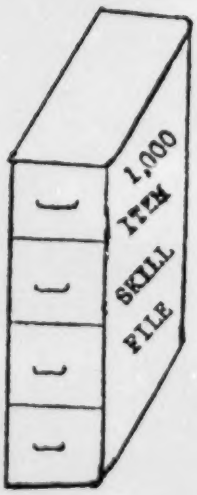


The across-grade level, non-graded reading format is provided a strong instructional assist by the use and availability of a 1,000 item file Skills Bank located in each elementary school. Aides duplicate for teachers any of more than 1,000 exercises on word attack or comprehension skill development. All classrooms have as standard equipment Systems-80 Reading Machines and listening centers. Goals and pursuits at Kindergarten level are complemented by staff generated Task Level Performance Objectives and integration into the K-1 Unit activities.



B. Diagnostic-Prescriptive Reading Centers

Each of the Baugo elementary schools houses a diagnostic-prescriptive reading center which serves 1-5 grade level pupils who exhibit developmental reading problems. Each reading center enrolls approximately 50 pupils who cannot be educably retarded, emotionally maladjusted, or hearing impaired. The centers are staffed with reading specialists and instructional aides. Teacher-pupil daily small group methodology in the centers is assisted by reading machine



technology and a 1,000 item Skills Bank file.

Needs of entering pupils are diagnosed carefully in September of each school year. Prescriptions are written and re-written for each pupil throughout the school year. Commercial and locally developed skill assessment tests are used to evaluate the reading status of pupils. Reading center directors and classroom teachers work together to effectively plan total experiences for pupils during the day. Global and task level objectives are set for the reading centers and children who attend.

Global Goals and Operational Objectives at the Local School Level

The Global Goal of the S D R, Systems Directed Reading Project, over the past three years was stated as: Having identified reading and language deficiencies among our 800 K-5 level pupils we would strive to remit those deficiencies over a three year period. The following table displays the accepted deficiency scale.

TABLE 1

Reading Deficiency Scale by Grade*

Grade 1	3 months +
Grade 2	5 months +
Grade 3	7 months +
Grade 4	8 months +
Grade 5	1 year +

*As measured, Gr. 1-2 by the Metropolitan Achievement Test and Gr. 4-5 by the Iowa Test of Basic Skills

In the spring of 1971, 300 of our 800 1-5 level pupils were deficient by the scale shown above. In May of 1974, only 81 pupils grades 1-5 were reading deficient.

Operational objectives, i.e. classroom and Reading-Learning Center objectives were as follows:

Classroom teachers provided with in-service training, a differentiated staffing pattern, and a wide variety of materials and reading hardware will focus their reading instruction on agreed upon skills of word attack and comprehension as well as structuring a detailed pupil assessment program, to the end that 90 percent of the pupils exiting grade three will evidence an 80% achievement level on all the agreed upon skills of reading.

Reading-Learning Center directors in the diagnostic-prescriptive centers provided with in-service training, a wide variety of materials and hardware, a 1,000 item Skills Bank, and an instructional aide will deal daily with 50 students whose intelligence quotients are 85 or above. Grade one pupils exiting the centers on the average will evidence a 1.8 G.E. position. Eighty percent of the pupils grades 2-5 exiting the centers in May will have grown one month for each month's attendance in the center.

Each year 1971-1974 the operational objectives of the project have been met. Table 2 below shows the result obtained in the Reading-Learning Centers during school year 1973-74, by way of example. Results were statistically significant at the .01 level.

TABLE 2

Reading-Learning Center Growth Scores*

Grade	No.	Growth in Vocab.	Growth in Comp.
2	26	17 mo.	15 mo.
3	15	20 mo.	18 mo.

*86% of the 22 first grade pupils served by the Centers scored above the 1.8 G.E. objective. Average grade one scores were 2.9 Vocabulary and 2.5 Comprehension.

Seventeen grade level 4-5 pupils were part of the 1973-74 test population. The mean growth figures for this group were Vocabulary, 14 months and Comprehension, 16 months.

SAMPLE COPIES OF FORMS AND DEVICES (See the Appendix)

The copies of forms and devices that are included in this section are not all inclusive. Those presented here are meant to be representative of the instruments necessary to implement a systems oriented strategy in the public school setting.

Evaluation Results After Three Years

Statistical reading results are reported in some detail in a foregoing section. For three years the project was monitored and evaluated by a full time On-Site Evaluator

whose training background included psychological testing and educational evaluation.* The following comments are found in the evaluator's Final Evaluation Report, available both in our local S D R office and in the Washington E.S.E.A. Title III offices.

> "It is hoped that what may emerge from our project is an incorporation of important concepts that apply to the education of all children. If we really want to relate to other human beings, cognitively or affectively, we move toward them as they are."

> "The typical school classroom includes several students who are destined to become educational discards unless their deficiencies are recognized and diagnosed and ways are found to help them learn. Such children are the concern of this project."

> "As can be seen from Tables 10 and 11, the differences between pretest and post-test reading scores for learner groups are, in the evaluator's judgment, highly respectable. In fact, both I.Q. groups grew twice the required number of months specified in the objective."

> "Teaching without a clear purpose may be wasteful and detrimental. Diagnostic and prescriptive teaching has been an important process central to the success of this project."

> "What will remain in this school system will be the spirit of Title III, that of continued exemplary education for boys and girls."

Implementation Assistance and Costs Related to the S D R Program

Local public and private school corporations may receive assistance from the S D R Title III project in

*Psychometrist, Merrill Smith Ed.S.

various ways. Awareness "Overview" booklets and introductory brochures are available for the asking. Visits to Holben Elementary School can be arranged for a "hands on" viewing experience. Out-of-state school systems can be assisted financially to visit the demonstration school by contacting their state or area Title III Facilitator Project. Baugo S D R personnel are available for in-service training work almost anywhere in the nation as time and project budgeted funds will allow. School corporations who are seriously considering adopting one or more of the project components will receive "first call" on personnel services. Many in-service training experiences can be provided without cost to adopters.

Monetary costs related to implementing a systems oriented project are found in such instructional areas as a need for a well-trained reading consultant or principal, stipends for teacher unit leaders, funds to rent or purchase reading hardware and a wide variety of materials, space for locating diagnostic-prescriptive reading centers, and a local philosophy that will allow aides to be used as instructional assistants. School systems considering moving away from the textbook, self-contained classroom reading approach may wish to move gradually into a systems directed strategy by adopting only one or two new S D R procedures the first year. Depending upon the depth of implementation and adoptive costs to implement the program

the first year will range from ten dollars to 50 dollars per pupil.

Potential implementors should also weigh certain psychological costs. Among these are the readiness of faculties to adjust to the organization and order format of the systems philosophy. The test re-test strategy must be embraced. Why keep on teaching what your subjects have already mastered? Effective clinical type reading rooms or centers depend upon a wide knowledge of test instruments and the ability to diagnose strengths and weaknesses. Certain professional teaching organizations take a firm stand against the differentiated staffing pattern. Master Teachers or Unit Leaders normally help evaluate other instructors and are paid above the salary schedule. This position subtracts allegiance from rank-and-file membership ranks.

As educators we must ask ourselves, "Are we inclined to assist children in a definitive professional manner?" Will we ever become a profession as long as we lack an agreed upon knowledge base and sense of direction with which we can in an orderly, yet flexible, way set about to meet the learning needs of young people?

APPENDIX

SDR, SYSTEMS DIRECTED READING

MONITORING READING SKILLS

LEVEL A:

1. Shapes ___
2. Letters & Numbers ___
3. Rhyming Words ___
4. Rhyming Phrases ___
5. Colors ___
6. Words, Phrases ___
7. Sight Vocabulary (i) ___

LEVEL C:

1. Long Vowels ___
2. Vowel +r, a+l, a+w ___
3. Diphthongs ___
4. Long & Short oo ___
5. Middle Vowel ___
6. Two Vowels Separated ___
7. Two Vowels Together ___
8. Final Vowel ___
9. Consonant Digraphs ___
10. Base Words ___
11. Plurals ___
12. Homonyms ___
13. Synonyms, Antonyms ___
14. Independent Application (i) ___
15. Multiple Meanings ___
16. Sight Vocabulary (i) ___
17. Consonant Variants ___
18. Consonant Blends ___

Note: Skills marked (i) are assessed by Teacher observation (one-to-one) of pupil talents.

SDR MONITOR OF READING SKILL DEVELOPMENT

Pupil Name _____ Date _____

Unit ____ Grade ____ Special Code _____ Level _____

SKILL	RS	M	%C

WORD ATTACK

LEVEL B:

1. Left-right sequence (i) ___
2. Beginning Consonants ___
3. Ending Consonants ___
4. Consonant Blends ___
5. Rhyming Elements ___
6. Short Vowels ___
7. Consonant Digraphs ___
8. Compound Words ___
9. Contractions ___
10. Base Words ___
11. Plurals ___
12. Possessives ___
13. Sight Vocabulary (i) ___

LEVEL D:

1. Silent Letters ___
2. Syllabication ___
3. Consonant Blends ___
4. Accent ___
5. Unaccented Schwa ___
6. Possessives ___
7. Sight Vocabulary (i) ___

SDR, SYSTEMS DIRECTED READING

MONITORING READING SKILLS

COMPREHENSION

LEVEL A:

1. Context Clues ___
2. Sight Vocabulary (i) ___
3. Main Ideas ___
4. Facts ___
5. Sequencing ___
6. Inference ___
7. Conclusions ___

Note: Skills marked (i) are assessed by Teacher observation (one-to-one) of pupil talents.

SDR MONITOR OF READING SKILL DEVELOPMENT

_____ _____
Pupil Name Date

_____ _____ _____ _____
Unit Grade Special Code Level

SKILL	RS	M	%C

LEVEL B:

1. Context Clues ___
2. Sight Vocabulary (i) ___
3. Main Ideas ___
4. Facts ___
5. Sequencing ___
6. Inference ___
7. Conclusions ___

LEVEL C:

1. Context Clues ___
2. Sight Vocabulary (i) ___
3. Main Ideas ___
4. Facts ___
5. Sequencing ___
6. Inference ___
7. Conclusions ___
8. Summarizing ___
9. Outlining ___
10. Fact vs. Opinion ___
11. Rate (i) ___
12. Analogies ___

LEVEL D:

1. Context Clues ___
2. Sight Vocabulary (i) ___
3. Main Ideas ___
4. Facts ___
5. Sequencing ___
6. Inference ___
7. Conclusions ___
8. Summarizing ___
9. Outlining ___
10. Fact vs. Opinion ___
11. Rate (i) ___
12. Analogies ___

PARENTS: This report includes the most important goals of evaluation and the detailed activities which indicate your child's progress toward these goals. Success and growth in the Pre-School program will assist children to progress satisfactorily in Kindergarten and Elementary School. Words on paper are not the best way to describe your child. Thus, you will receive this report at a parent-teacher conference if possible. We encourage parents to visit with Pre-School staff members frequently.

Dr. R. L. Fatheree, Supt.

BAUGO COMMUNITY SCHOOLS
PRE-SCHOOL PROGRESS REPORT

Pupil _____

Year 19 _____ *19* _____

School _____

Learning Director _____

Program Director _____

Explanation of Marking System

In January and May each school year the progress of children towards the objectives stated below will be marked.

0 = Progressing slowly
• = Progressing satisfactorily
✓ = Progressing very well

This report need not be returned.

LANGUAGE DEVELOPMENT	JAN	MAY
Identifies and prints his name		
States full name		
States address and phone number		
States name of teachers and first name of 15 classmates		
Recognizes the letters in his own name and in 10 color words		
Repeats four digits (in order requested, such as, 3, 5, 7, 9)		
Selects rhyming sound present in a set of words (dog, frog, bear)		
Speaks in complete sentences		
Evidences understanding of a short story or poem by repeating the events in order		
Selects words containing a given sound		

GENERAL CONCEPT DEVELOPMENT	JAN	MAY
Groups together common objects (animals, vehicles, foods, etc.)		
Arranges objects from smallest to largest, shortest to tallest, roughest to smoothest, longest to shortest		
Names and recognizes 10 colors		
Names and recognizes the circle, square, triangle and rectangle		
Matches the numerals 0-9 to the correct set of objects		
Compares similarities and differences in common objects (forks, spoon, duck, chicken)		

COORDINATION AND PHYSICAL GROWTH	JAN	MAY
Touches and names body parts		
Places an object over, under, beside, on top, inside, outside, and in front of a box		
Walks forward and backward on a taped line		
Jumps, hops and catches a ball		
Traces a shape and cuts it out		
Demonstrates an understanding of right and left and left-to-right		
Zips a zipper and fastens a button		
Copies numerals, letters and shapes		

UNDERSTANDING OF SELF	JAN	MAY
Expresses feelings openly		
Accepts suggestions and criticism		
Adjusts to change in routine		
Exhibits self-confidence		
Appears happy and relaxed		
Shares responsibility		

PARENTAL INVOLVEMENT	JAN	MAY
Openhouse attendance		
"Coffee Clutch"		
School visits		

ATTENDANCE RECORD	JAN	MAY
Half days present		
Half days absent		

TEACHER'S COMMENTS

READING-LEARNING CENTERS

PRESCRIPTION FORM

Class Time _____ Date _____

Teacher _____ Grade _____

Student's Names	Rx
BEHAVIORAL OBJECTIVES:	

MATERIALS USED:

1. 5.
2. 6.
3. 7.
4. 8.

R-L Centers Rx Form

ASSESSMENTS:

NAMES	SKILL	RESULTS	DATE

NOTES:

PUPIL RECORD II
WORD-ATTACK SKILLS
SUMMARY OF STRENGTHS AND WEAKNESSES

Name _____ Date _____

Age _____ Grade _____ Examiner _____

_____

Vocabulary

TASK 3. Sight Vocabulary. . . Instructional level: Pp, pr, 1^2, 2^1, 2^2, 3^1

Recognition of Alphabet Letters

(Specify letters)

TASK 4. Selecting Letters' Names. . . . . Missed: Upper _____ Lower _____

TASK 5. Naming Letters. . . . Missed: Upper _____ Lower _____

TASK 6. Matching Words. . . . Kinds of errors: _____

Identification of Consonant and Vowel Sounds

TASK 7. Consonants. . . . . Letters missed:

TASK 8. Blends and Digraphs.. Errors: blends with r, l, or s; diagraphs--ch, sh, th, wh

TASK 9. Vowels in Initial Position. . . . . Missed: long a, e, i, o, u; short a, e, i, o, u

Vowels in Medial Position. . . . . Missed: long a, e, i, o, u; short a, e, i, o, u

TASK 10. Visual Clues to Vowel Sounds. . . . . Missed: double e; two vowels together; final e; open syllable

Structural Analysis and Synthesis

TASK 11. Recognition of Common Endings. . . Missed: s, ing, ed, en; est, ly, es, en

TASK 12. Auditory Discrimination of Syllables... Cannot do: _____

TASK 13. Visual Discrimination of Syllables: Does not use clue of two consonants together, single consonant between vowels, blends and digraphs, syllables ending in le affixes.

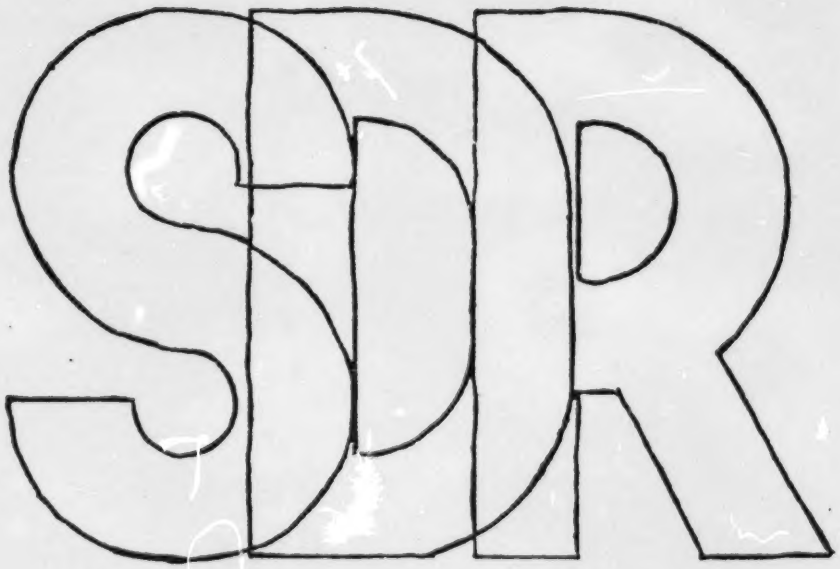
TASK 14. Pronouncing and Blending Syllables.. Difficulty with:

- long vowels
- short vowels
- prefixes
- suffixes
- r as vowel controller
- syllables ending in le
- soft c and g
- dipthongs
- blending of syllables

IND-1

II READING/LANGUAGE/MATHEMATICS

007 SDR: SYSTEMS DIRECTED READING



DIFFUSION NETWORK CATALOG OF
DEVELOPER - DEMONSTRATOR PROJECTS

PART ONE: ADOPTER INFORMATION

1.0 USER'S INFORMATION: Date: Code Number: 007

1.1 TITLE OF PROGRAM: SDR, SYSTEMS DIRECTED READING

1.2 CONTENT AREA(S) DESCRIPTORS OF PROGRAM:

1.2.1 Primary subject matter(s)

Reading

1.2.2 Population descriptors

K-5 elementary level

1.2.3 Process descriptors

Across Grade Level Grouping; Needs Assessment; Diagnosis and Prescription; Test-Teach-Retest; Developmental Program; Differentiated Staffing; Classroom and Diagnostic Center Components.

1.3 DIRECTOR OR PROGRAM/CONTACT PERSON:

Mr. Gerald Heindselman,
Federal Projects Director
Bango Community School,
SDR Title III Project
R.R. #3, Box 425A
Elkhart, Indiana 46514
(219) 293-4015

1.4 LOCATION OF D/D SITE:

SDR SYSTEMS DIRECTED READING
Harley Holben Elementary School
4701 W. Indiana Ave.
Elkhart, Indiana 46514
(219) 293-6761

1.5 SOURCE OF FUNDS FOR DIFFUSION/ADOPTION EFFORT: ESEA Title III, 306

1.6 PROGRAM START AND APPROVAL DATES:

1.6.1 Development starting date: 9/71

1.6.2 USOEDRP approval date: 7/74

1.6.3 Diffusion starting date: 9/74

PART ONE: ADOPTER INFORMATION SDR, SYSTEMS DIRECTED READING

1.7 TARGET POPULATION(S) ON WHICH VALIDATION WAS BASED:

1.7.1 Total number students served: 800 In Area: _____

1.7.2 Locale: 30 % Rural 70 % Suburban ____ % Urban

Rural: 5 % Farm 25 % Non-Farm Urban: ____ % Inner City ____ % Other

1.7.3 Sex: 50 % Male 50 % Female

1.7.4 Ethnic background:

American Indian _____ % Black/Negro 7 %

Oriental/Polynesian ____ % White/Caucasian 93 %

Mexican American ____ % Puerto Rican ____ %

Other: _____

1.7.5 Socio-economic level based on average family income:

Low income (less than $4,000.00) 8 %

Middle income ($4,000.00 - $15,000.00) 69 %

High income (more than $15,000.00) 23 %

1.7.6 Total number of schools involved: 2 In Area: _____

1.7.7 Type of school:

/ / Preschool /X/ Elementary / / Middle/Junior

/ / Senior High / / Special

1.7.8 Grade(s) developmental level(s): K-5 (2 schools)

1.8 BRIEF DESCRIPTION OF CONTEXT/LEARNER UNIT:

1.8.1 Community

Mean male income $11,500 locally from skilled labor associated with mobile home industry. About 20% population is Southern white.

1.8.2 School

Demonstration Center is 17 room brick building housing 375 pupils K-5 plus educably retarded. Staffing pattern includes K-1, 2-3, 4-5, unit leaders, resident teachers and aides.

1.8.3 Student characteristics

Average intelligence quotient K-5 = 100

1.8.4 Learner-unit

Twenty-five pupils assigned per teacher for homeroom purposes. Instructionally all pupils work across grade level all a.m. for Reading and Language Arts. Diagnostic - Prescriptive Reading Centers, with one reading specialist and one aide, serve 50 pupils with developmental reading lag.

1.9 LEARNER BASED GOALS/GENERAL OBJECTIVES OF PROGRAM:

To remit the reading-language deficiencies of pupils grades K-5.(Deficiency scale by grade equivalent used at each level K-5).

1.10 OTHER GOALS:

That public school administrators will consider and make use of a management by objectives approach to their obligations.

That instructors will make use of a systems approach to learning thus bringing efficiency and flexibility to learning endeavors.

1.11 NARRATIVE DESCRIPTION OF PROGRAM:

1.11.1 Rationale

This project began in the summer of 1971 when local test results evidenced the fact that 35% of our grade three pupils were entering fourth grade already one year deficient in basic reading skills. A new reading management systems was called for.

1.11.2 Inputs

A systems oriented approach calls for a uniform acceptance of global and operational objectives. Staff must want to pull together to assist learning to happen. Faculty must be willing to group across grade level and be prepared to test and re-test pupils. Record keeping increases but

1.11 NARRATIVE DESCRIPTION OF PROGRAM:

1.11.2 Inputs (continued)

so does pupil progress. The ability to diagnose and prescribe for deficient readers is necessary for the leader of the Diagnostic-Prescriptive Reading Centers. Master teachers or Unit Leaders should be acceptable to the classroom staffing pattern K-5.

1.11.3 Process

Description of K-5 Components and SDR Products

A. Classroom Component

Within the K-5 classrooms the SDR project includes the use of a differentiated staffing pattern. Experienced language arts unit leaders guide and direct all the reading efforts of K-1, 2-3, 4-5 unit teachers, and instructional aides. Reading efforts K-5 are offered direction by uniform building election of word attack and comprehension reading skills taught to pupils across grade level. Educably mentally retarded pupils are integrated into K-5 reading classes.

Unit leaders meet regularly with members of their team to assess the progress of pupils, plan new skill groups, record data on skill monitoring cards, and to conference with parents. No skill groups function more than 20 teaching days and all pupils are tested monthly on their success at attaining word attack or comprehension objectives. Commercially produced and locally generated skill tests are used. Pupils move instructionally through five skill difficulty levels (A-E) during their K-5 experience.

The across-grade level, non-graded reading format is provided a strong instructional assist by the use and availability of a 1,000 item file Skills Bank located in each elementary school. Aides duplicate for teachers any of more than 1,000 exercises on word attack or comprehensive skill development. All classrooms have as standard equipment Systems-80 Reading Machines and listening centers. Goals and pursuits at Kindergarten level are complemented by staff generated Task Level Performance Objectives and integration into the K-1 Unit activities.

B. Diagnostic-Prescriptive Reading Centers

Each of the Baugo elementary schools houses a diagnostic-prescriptive reading center which serves 1-5 grade level pupils who exhibit developmental reading problems. Each reading center enrolls approximately 50 pupils who cannot be educably retarded, emotionally maladjusted, or hearing imparied. The centers are staffed with reading specialists and instructional aides. Teacher-pupil daily small group methodology in the centers is assisted by reading machine technology and a 1,000 item Skills Bank file.

PART ONE: ADOPTER INFORMATION SDR SYSTEMS DIRECTED READING

1.11 NARRATIVE DESCRIPTION OF PROGRAM:

1.11.3 Process (continued)

B. Diagnostic-Prescriptive Reading Centers

Needs of entering pupils are diagnosed carefully in September of each school year. Prescriptions are written and re-written for each pupil throughout the school year. Commercial and locally developed skill assessment tests are used to evaluate the reading status of pupils. Reading center directors and classroom teachers work together to effectively plan total experiences for pupils during the day. Global and task level objectives are set for the reading centers and children who attend.

1.11.4 Outcomes

The classroom program has been successful in reaching its operational (learner level) objectives for the past three school years. A full time on-site Federal evaluator has monitored the project during this period.

In the spring of 1971, 300 of our 800 1-5 level pupils were deficient. In May of 1974, only 81 pupils, grades 1-5, were reading deficient.

The mean grade equivalent placement of grade one pupils exiting the Diagnostic Reading Centers last school year was 2.9 vocabulary and 2.5 for Comprehension. Over a three year period the mean total reading growth of pupils grades 2-5 exiting these Centers each year has been in excess of 16 months. Growth scores here quoted were statistically significant at the .01 level.

1.12 PROGRAM SCHEDULE:

In classrooms K-5, level pupils are involved in Reading-Language classes from 8:20 - 11:15 a.m. Pupils enrolled in the Diagnostic-Prescriptive Reading Centers spend 30 minutes each day in the centers in addition to regular classes.

1.13 SIGNIFICANT/MEANINGFUL OUTCOMES:

1.13.1 Expected, learner-based

Ninety percent of all pupils K-5 will have achieved an 80% success level with 48 designated Word Attack performance objectives by June of the 5th grade year.

Eighty percent of grade one pupils exposed to the strategies of the Reading Centers for a period of a minimum of seven months will evidence a mean 1.8 grade equivalent in reading vocabulary and comprehension in May of the school year. The mean total reading growth of pupils grades 2-5 attending the Diagnostic Reading Centers will be eight months as witnessed by May results found on the Gates-McGinitie Reading Test.

PART ONE: ADOPTER INFORMATION SDR SYSTEMS DIRECTED READING

1.13 SIGNIFICANT/MEANINGFUL OUTCOMES:

1.13.2 None Indicated

1.13.3 Unexpected Outcomes of Program

Parent Advisory Council part of the project has become a permanent fixture of the community. Learning machines have become an accepted instructional component in all classrooms. After three years the economy of energy provided by a systems approach has gained vocal wide claimed acceptance by many of the most conservative (security oriented) faculty members.

1.14 CRITERIA TO BE USED IN THE SELECTION OF ADOPTERS:

Adopter needs should match services available from the Developer/Demonstration. That is, if the Adopter can justify his desire and committment to make use (adopt or adapt) of one or more of the SDR components, implementation service will be considered. Phased implementation will be explained and offered to all possible adopters. Adopter/adapters will be actively sought in Indiana, Michigan, Ohio, and Illinois, but we will attempt to meet the requests of interested parties in any state. Adopter/adapters should express a desire to implement aspects of the systems philosophy described in 1.11 and 1.11.2 above. Training will be provided without charge at the Adopter/Adapter site. Mileage and lodging will be asked of the system requesting or the state facilitator involved. We believe we can serve in-depth 15-20 Adopter/Adapters this school year.

1.15 TARGET POPULATION CHARACTERISTICS:

1.15.1 - 1.15.6 grade(s) developmental level(s), type of locale, percentage of boys and girls, type of ethnic background, socio-economic level, other.

A systems approach focuses more on what a faculty will do to change rather than the social-psychological nature of children. The approach is a humane, effective, systematic manner of individualizing instruction for any population group. Needs are assessed, reading goals agreed upon, daily activities support goals, re-assessment takes place periodically, and goals are continued or re-directed.

1.16 POPULATION SIZE REQUIREMENTS:

1.16.1 - 1.16.3

The pupil population size is not necessarily relevant. SDR will function in elementary schools where there exists one to five sections per grade level.

1.17 STAFFING REQUIREMENTS FOR ADOPTION:

1.17.1 Trial Stage - Necessary Staff

Building principal knowledgeable in Language Arts, Access to a Reading Consultant, Teachers.

1.17 STAFFING REQUIREMENTS FOR ADOPTION:

1.17.2 Installation - necessary staff

Building principal knowledgeable in Language Arts, Access to a Reading Consultant, Unit Leaders, Teachers, Instructional Aides.

1.17.3 Institutionalization - necessary staff

Building principal, access to a Reading Consultant, Unit Leaders, Teachers, Instructional Aides.

1.18 INSTRUCTIONAL MATERIAL REQUIREMENTS:

1.18.1 Commercially prepared learner-use materials

Systems 80 - Borg Warner Learning Machines and Kit Components; EDL Reading Machines; Barnell Loft Skill Building Booklets; SRA Reading Kits; Psyco Technics Prescription Materials; Peabody Language Kits (These items are added by stages).

1.18.2 Developer - Demonstrator prepared learner-use materials

Skills Compendium 47 files to a kit on Word Attack; Early Childhood Learning Activities, 84 pages; Progress Monitoring Profiles and Reporting Devices.

1.18.3 Other instructional materials

Developer/Demonstrator prepared (free to adopters/adapters) Skills Hierarchy - Reading Language K-3, 90 pages; Task Level Performance Objectives, Kindergarten, 46 pages; Differentiated Staff Role Descriptions; Reading-Language Taxonomy - Skills Cross Referenced to Learning Materials, 210 pages.

1.19 FACILITIES REQUIREMENTS:

The SDR classroom component will function in either the open spaced or closed-box type instructional setting. The Diagnostic-Prescriptive Reading component functions best in a closed off room setting.

1.20 EQUIPMENT REQUIREMENTS:

Machine components can now be rented at approximately $35 per unit, per year. See item 1.18.1 above.

1.21 FINANCIAL RESOURCES:

1.21.1 Start-up

Classroom Component figures based on a 20 room, K-6, 500 pupil school.

PART ONE: ADOPTER INFORMATION SDR SYSTEM DIRECTED READING

1.21 FINANCIAL RESOURCES:

1.21.1 Start-up (continued)

Year One-Trial Stage, Cost = $4.80 per pupil. Year Two-Installation Stage cost = $40.00 per pupil. Year Three-Institutionalized Stage, Cost = $46.00 per pupil.

1.21.2 Continuation

Diagnostic-Prescriptive Reading Center Component - Optional addend at any stage.

Year One Stage = $265 per pupil - serving 55 pupils in-depth daily. Year Two and Three Stage, Cost = $230 per pupil - serving 55 pupils in-depth daily.

1.22 DESCRIPTION OF PROGRAM COMPONENTS:

SDR program components could be adopted individually or in toto. They are: K-5 SDR Classroom component; SDR Diagnostic-Prescriptive Reading Center component; Product Use component. Please see item 1.11.3 and 1.18.2 for narrative detail. Product items support and provide rationale for the Classroom and Diagnostic Center components; however, the products could be adopted to serve modified systems approaches.

1.23 DESCRIPTION OF PROGRAM STAGES:

1.23.1 Year one - trial stage classroom component

A. Faculty election of a set of Global and Performance Objectives for Word Attack and Comprehension skills. (Cost = o per building). Reference here to SDR Skills Hierarchy.

B. Curriculum objectives for Kindergarten are chosen by faculty. Reference SDR Task Level Performance Objectives for Kindergarten and SDR Early Childhood Learning Activities. (Cost = 0 per building)

C. Faculty builds (accumulates) two 1,000 item Skills Bank units per (20 classroom facility); One placed K-3, the other placed in 4-6 location. Reference here SDR Reading-Language Taxonomy (Cost per building = $300 for materials plus $300 for filing cabinets and $1,500 for half-time skills bank aide).

D. Faculty elects commercial word attack and comprehension assessment devices that will let the staff know "where it is they are" so they can determine with pupils "where they want to go." Criterion referenced devices are available for use as "ditto" duplicated pieces. Assessment should take place (total and/or partial) every 20-30 days. (Cost per 20 room building = $300).

E. Skill monitoring devices (SDR if chosen) are used to follow, record, and re-direct pupil progress. (Cost per building = 0).

1.23 DESCRIPTION OF PROGRAM STAGES:

1.23.1 Year one - trial stage classroom component (continued)

E. Total cost for year one = $2400 or $4.80 per pupil for a 500 pupil 20 room school. This first year the skill monitoring program could take place in self-contained classrooms or in grouping across grade levels (K-1, 2-3, 4-5) rooms. The skills bank aide keeps the files full of individual materials and records progress of pupils on profiles provided. Groups should be re-structured every 30 days. Teachers would work with a mutually agreed upon Unit Leader. A basal series anchors the oral and silent reading program.

1.23.2 Year two - installation stage

A. All year one Trial Stage elements are continued except half-time Skills Bank aide and need for cabinetry purchase (Cost = $600).

B. Three Unit Leaders (K-1, 2-3, 4-6) are added to direct and monitor reading-language programs. Reference here SDR - Differentiated Staff Role Descriptions (Cost = approximately $500 stipend per Unit Leader = $1,500).

C. Instructional Aides are added to K-1, 2-3, 4-6 Units. Two aides per Unit are assigned where Unit pupil enrollment ranges from 120-160 pupils. Reference SDR - Role Descriptions (Cost = approximately $3,000 per aide = $18,000).

D. Educably Retarded pupils (1 class of 12) are integrated into the A.M. Language-Arts classes.

Total cost for year two Installation Stage = $20,100 or $40 per pupil in a 500 pupil, 20 room school.

1.23.3 Year three-institutionalization stage

A. All year two Installation Stage elements are continued (Cost = $20,100).

B. Rental of Systems 80 Borg Warner Reading Machines are added to one per classroom (20 x $35.00 = $700) and purchase of two complete sets of accompanying reading materials kits ($110 per kit x 20 = $2,200) - B Total = $2,900.

Total cost for year three = $23,000 or $46 per pupil in a 500 student 20 room school.

1.23.4 Diagnostic-prescriptive reading center component (Separate from or added to the classroom component - optional)

The component could be added to any elementary facility at any stage. Costs involved are Reading Teacher $10,000, one Instructional Aide $3,00, Machine rental $70, Machine purchase $600, Materials purchase $1,000.

1.23.4 Diagnostic-prescriptive reading center component (Separate from or added to the classroom component - optional) (continued)

Estimated total cost this component = $14,670 for year one. Cost for 55 pupils year one = $265 per pupil; Cost year two and three = $230 per pupil.

1.24 TRAINING REQUIRED OF ADOPTERS:

1.24.1 Preadoption training

1 full day (awareness and overview)

1.24.2 Implementation training

Two full days for the following functionaries: Principals, reading consultants, teachers.

1.25 OTHER NECESSARY INFORMATION:

Visiting schools (or system) are provided one SDR Reading-Language taxonomy without charge. A charge will be made by item to other parties. Facilitators will be mailed one set of products without charge. Adopter/Adapters are provided products (in number) without charge.